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ABSTRACT

This manual describes the methods and procedures which Project Skill has developed since its beginning in 1974 and provides a sourcebook of ideas for those who might be interested in adapting a program designed to expand the employment opportunities of the handicapped in the civil service system. The first of the five sections in the document presents the history, structure, and results of Project Skill. The second section discusses three facets of job development: Gaining support; selecting tools, techniques, and selling points; and cementing the commitment. The third section explains the elements of the recruitment and intake process: Recruiting, pre-screening, civil service examination, and final selection. The fourth section presents the purposes of the training program and then describes the oriertation, training activities, program, plans, reports, and job placement follow-through. The fifth section concludes the first half of the document with a discussion of the final results and implications of the project. The last half of the document contains the appendixes which include records of the project correspondence, related forms and materials, schedules, and checklists used in the training program. (BM)

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Project Skill:

Strategies and Techniques

ED142849

A Manual Defining The Components Of A Demonstration Project On Employment Of Handicapped Persons In State Civil Service Positions

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State of Wisconsin
Department of Administration
Bureau of Human Resource Services
Federal Manpower Programs Section

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Additional copies of this report and further information regarding Project Skill may be obtained by contacting the State Bureau of Human Resource Services, of the Wisconsin Department of Administration, Room 270, 1 West Wilson Street, Madison, WI 53702.

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PREFACE

Purpose of the Manual

The purpose of this manual is to describe the methods and procedures which Project Skill has developed since the beginning of the project in 1974, and to provide a sourcebook of ideas for those who might be interested in adapting this experience within their own civil service systems. The manual can be used in two ways:

1) As a guide to decision makers who wish to explore instituting a similar effort geared to their particular needs. Project Skill serves as a model for use as a basis for a program which could be adapted to local needs.

2) As a guide for practitioners involved in similar employment programs.

SECTION I

INTRODUCTION

Historical Perspective

Project Skill was developed in response to a concern for expanding the employment opportunities of persons with disabilities. As growing attention focused on this population as a virtually untapped manpower resource, professional rehabilitation personnel as well as parents and the individuals themselves became more vocal about the lack of transitional training and adjustment opportunities for persons with disabilities. Project Skill was conceived in order to test the feasibility of one approach to providing employment for this population. The locus of attention was narrowed to persons either mildly mentally retarded or restored emotionally disturbed.

Funded through the United States Department of Labor's Office of Research and Development and operated by the State of Wisconsin, the project began on April 15, 1974. Originally slated as a two-year demonstration, its specific target was to define and fill 94 permanent entry level Wisconsin state civil service positions, while providing transitional training, adjustment and supportive services to each project participant and employer.

The initial core concerns of Project Skill were to answer the following questions:

1) Is competitive employment and economic independence more attainable when training and work adjustment activities are part of an employer's system?

2) Can a civil service system adapt to the employment needs of less severe mentally retarded and emotionally disturbed persons?

3) Is the rehabilitation process enhanced when the client is being trained for a specific available job in a regular work setting, at the same wages and privileges as persons who are not handicapped?

The project was clearly one of the first of its kind in the nation; letters of inquiry grew in volume over time and eventually came from states spanning border to border and coast to coast. The intensity and diversity of outside interest was so great that, one year later, the Department of Labor developed a 15-minute

filmograph which detailed significant aspects of Project Skill's operation. This became an invaluable tool (along with the First Year and Interim Reports) for disseminating functional information about the program.

The implementation of Project Skill has resulted in a variety of outcomes:

1) The project's successful placement of over 100 persons into permanent state employment resulted in the commitment by the State of Wisconsin (Departments of Health and Social Services and Administration cooperatively) of sufficient state revenue resources to continue Project Skill as an ongoing program and expand the focus of effort to persons of all disabilities, in addition to persons who are mentally or emotionally handicapped.

2) A model dissemination effort which was formally launched by a five-state conference which lasted two days in mid-September, 1976. This conference is being followed up by on-site staff visits to each interested state capital to meet with appropriate agency and community personnel to work out implementation strategy.

3) A special project funded by the Wisconsin Governor's Manpower Office to extend Project Skill to cities and counties, using Comprehensive Employment and Training Act funds to subsidize participant salaries. Formal, cooperative agreements were developed with Job Service, the Division of Vocational Rehabilitation and local Mental Health/Developmental Disabilities Boards. The project has functioned for 1 1/2 years in the balance-of-state area (49 counties). The cooperative agreements have yielded the most effective vehicle for assuring services to trainees over a vast geographical area. The next year's efforts involve a similar effort with regard to the state's nine prime sponsors.

4) A one-year Intergovernmental Personnel Act grant to implement a focused affirmative action effort within state service for persons who are handicapped. The end product of this project will be twofold: a data system which will allow tracking and statistical analysis of numbers of applicants and employes who are handicapped; and a training package for agency affirmative action officers to use for managers, supervisors and other hiring authorities to provide information on potentialities of handicapped workers, legal responsibilities and functional ways to approach reasonable accommodation. The final package developed will be such that it can be used by other states and local units of government if they so desire.

Project Structure

Overview of Project Skill

Project Skill staff developed jobs in state civil service hiring units, obtained commitments for trainee positions, set up special civil service examining procedures, and recruited eligible applicants.

Project Skill experience shows the value of providing the following supportive services:

1) Orientation for supervisors in methods for training and supervising the target population, and in some cases, assistance with the actual training.

2) Appropriate orientation for co-workers to aid in the adjustment of the trainee to the work situation.

3) Follow-up with both the trainee and the supervisor in the early detection and amelioration of problems which may affect successful employment.

4) Provision of job adjustment counseling.

5) Referral of trainees to other supportive and volunteer services.

Project Skill staff are housed in Madison, Wisconsin, and provide most supportive services to trainees in the Madison area. In other areas, arrangements are made locally for provision of some or all of these services.

Staff Requirements and Duties

Director: Responsible for overall project management and direction, coordination of functions, and liaison with community and state agencies.

Job Developer: Responsible for securing civil service position commitments from state agencies, performing task analysis of committed positions, assisting personnel officers in processing positions (certification request, announcement, training agreement, contract, etc.), and consulting on potential job restructuring.

Trainer-Counselor: Provides technical information, and liaison and consultation to staff, supervisors, personnel officers, etc., on rehabilitation and disability-related issues. Responsible for the provision of training and supportive services for trainees. Develops training agreements for all trainees. Develops and implements training programs for trainees.

Trainer-Technician: Provides training to all supervisors, as well as to trainee co-workers on request of a supervisor. Responsible for training and supportive services for particular trainees. Develops and implements training programs for trainees.

Intake Counselor: Responsible for contacting referral sources; assures that necessary information is gathered on all applicants; assures that applicants are certified before competing for a position; performs intake interview; sets up and implements oral examinations, and makes arrangements for supervisory interview of final candidates; assures that supervisor has all vital information on individuals finally chosen for the position.

Clerical Support: Provides for public information and other contact with the public; maintains and secures files; assures information flow to appropriate staff; handles processing of all correspondence and reports; keeps track of staff travel and whereabouts.

Administrative Organization

The project is administratively located within the Federal Manpower Programs Section of the State Bureau of Human Resource Services, in the State Department of Administration. Historically, the Federal Manpower Programs Section has administered several manpower programs targeted at state civil service employment, as well as jobs in county and city units of government.

The State Bureau of Human Resource Services is under the Division of Employe Relations. The State Bureau of Personnel also comes under this Division. This arrangement provides greater access to the workings of the state civil service system, and has been most helpful to Project Skill.

The Evolution of Subsidies for Trainee Wages

During the first two years of operation, Project Skill funds provided the salaries of trainees for a training period of up to six months. This subsidy was offered as an incentive to employers, to minimize any perceived "risk" in hiring Project Skill trainees. The salaries were at the minimum wage. Subsidizing of training "wages" was discontinued on April 15, 1976, the end of the original grant period.

As is the case throughout most of the state civil service system, trainees were then hired into existing budgeted positions. They began as trainees for the classification for which they were hired, and as such their beginning wage was one salary range below the starting wage for that classification. The training period lasted a maximum of six months, with a raise after three months.

The decision to discontinue the training subsidy out of Project Skill funds was due to the fact that Project Skill trainees

were able to perform at a level that was very near that of employes hired through traditional methods. Agencies, therefore, were asked to pay for this productivity. This also provided a test of the Project Skill model with a reduced budgetary outlay.

Experience without subsidy has shown that agencies will hire Project Skill trainees in regular, budgeted positions. However, job development becomes more difficult. Subsidy during the training period is the ideal situation, and those seeking to replicate the Project Skill model should explore sources of funds for this purpose. Although not absolutely essential to the operation of the project, subsidies have been found to be helpful.

The Evolution of Project Skill Training

The first Project Skill trainees, a group of 15 Building Maintenance Helper Trainees, began in the summer of 1974. The project plan at that time was for Project Skill staff to be involved in actual "hands on" training of trainees. As the trainees reached a minimum level of competence they were to be moved into job openings.

After initial experience with the first group of trainees, the on-site supervisors began providing the actual training, with technical assistance and support from Project Skill staff. This change was made because Project Skill staff could not duplicate the job knowledge of the actual supervisors for the variety of jobs that would be filled. Also, employers preferred to do their own training, which decreased the necessity for re-training. Experience has shown that with assistance from Project Skill staff, supervisors can train handicapped persons to be effective employes.

Relationships with Other Agencies

Because Project Skill served as an intermediary between mentally or emotionally handicapped persons and the State of Wisconsin as an employer, it needed the cooperation of many different agencies and groups in order to succeed. All such groups were identified during the planning for the project. Their support was enlisted, and cooperative arrangements made. Care was taken at all stages to keep these groups informed and involved.

Project Skill has worked closely with the following:

- Governor's Office
- Division of Vocational Rehabilitation
- Division of Mental Hygiene
- State Bureau of Personnel
- State agency personnel offices
- Wisconsin Association for Retarded Citizens
- Governor's Committee on Employment of Persons with Disabilities

- Rehabilitation facilities
- Affirmative action units.

Advisory Board

An important avenue for establishing and maintaining community linkages is the establishment of an advisory board. The advisory board can provide outside guidance for policies and procedures and help communicate what is being done. The Project Skill Board has provided essential advice and support.

The following constituencies were represented on the Project Skill Advisory Board:

- Project Skill trainees
- State Manpower Council
- State Job Service
- State Division of Mental Hygiene
- State Division of Vocational Rehabilitation
- State Bureau of Personnel
- State AFL-CIO
- State Bureau of Mental Retardation
- Jewish Vocational Service
- Governor's Committee on Employment of the Handicapped
- Monroe County Opportunities Center
- U.S. Civil Service Commission
- University of Wisconsin Rehabilitation Research Institute
- UW-Stout, Materials Development Center
- Madison Association for Retarded Citizens.

Publicity

It is important, especially when a new program is initiated, that the public be effectively informed of the goals and structure of the project. Project Skill's public information resources included:

- A 16 mm filmograph describing the project, used during presentations to community groups
- Presentations to community groups, such as Associations for Retarded Citizens, and professional organizations, such as the Wisconsin Rehabilitation Association
- Newspaper articles, one featuring a Project Skill trainee, and describing the impact of employment on his life
- Radio and television talk shows and short spots
- Brochures highlighting the purposes of the project.

Results

General

Wisconsin state agencies have responded to Project Skill - 105 persons have been placed; 65 having been diagnosed as mentally retarded, and 40 as restored emotionally ill.

Among the positions filled were Building Maintenance Helpers (janitors), Laborers, clerical workers (general clerical and typists), Food Service Workers, and Laundry Workers. Over half of the positions were Building Maintenance Helpers (61); the next largest category was clerical workers (20).

Placements were made in 16 state agencies; the majority were in the Department of Administration (39) and the Department of Health and Social Services (33).

The wage level of Project Skill jobs has been one of the keys of the project's success, and has been a major factor in the rehabilitation of the trainees. For example, the base salary for the two largest Project Skill job categories was $3.83 per hour for Building Maintenance Helpers, and $3.09 for clerical workers. The average hourly wage for all Project Skill hires was $3.50 per hour.

It was also found that Project Skill trainees stay on the job after placement. Of the 105 persons hired, 65% were still on the job after one year and 10 months.

Two other findings regarding retention on the job are significant:

1) Only five persons have left their jobs after completing the training period of up to six months. This shows the importance of supportive services during the first few months of employment. Also, any losses in training time and salaries spent on trainees who were not going to be retained were kept to a minimum.

2) There was little difference in the retention rates of the two target groups served. Approximately 67% of the hires who were emotionally disturbed were retained, as were 63% of the restored emotionally ill.

Cost-Benefit

What were the costs of Project Skill? When dollars and cents figures were applied to the benefits to the public of the program, and compared with the costs of operation, it was shown that $.63 of every dollar expended was returned. This analysis included

figures from the first two years of the project's operation. Costs included the entire budgetary outlay for that period. Benefits included payments trainees had received during the year prior to being hired through Project Skill, from such sources as Aid to Families with Dependent Children, General Relief, Division of Vocational Rehabilitation, and Social Security. State and federal taxes paid by the trainees for the first year of employment were also included.

Comments from Supervisors

Another indication of Project Skill's success is seen in the comments of supervisors who have hired Project Skill trainees:

"The attendance has been very, very good. It is probably better than normal attendance, and they certainly have shown a great deal of interest and are pretty 'gung-ho.' They've gotten along very, very well (with other employes). There is no distinction between the two different types. I think the program is a success. I'm amazed that it would start out this well. I assumed when we started this program that it would be a paying proposition. I didn't realize that it would be so soon."

- Chief of the Material Handling Department
  Federal Surplus Property Program
  State Department of Administration
  (The Federal Surplus Property Program has eight Laborers and one Stock Clerk hired through Project Skill.)

"Productivity in our operation is a very exacting measure. Each position has very definite scheduled duties, they have very definite time limits to adhere to. All the people in any program go into a vacant permanent position. They have to perform the duties, fulfill the scheduled requirements and their ratings are based on their performance. Their (Project Skill trainees) performances have in some cases exceeded the regular employes; then in other cases they have been somewhat lower, but in all cases without any exception they have been acceptable."

- Deputy Chief of Property Management
  Department of Administration
  (The Property Management office has hired 15 Building Maintenance Helpers through Project Skill.)

"When compared to regular workers she (Project Skill trainee) is an average worker. I would consider her an excellent trainee. Her attendance and punctuality are right on the ball every time."

- Supervisor
  State Microfilm Lab
  (The microfilm lab has hired a graphic reproduction aide through Project Skill.)

"The overall performance has been quite outstanding for the majority of the Project Skill trainees. I think we have had good success with the program."
- Custodial Supervisor
Wilson Street State Office Building

"We hired a Project Skill trainee as a full time Xerox operator, not with trepidation or prejudice but with some mental reservation, the reason being the pressures to which the Xerox operator is subjected.

As supervisor of an employe from Project Skill, I can strongly recommend the program and, if the occasion arose, I would not hesitate to hire additional individuals at any level."
- Administrative Assistant
Public Service Commission

"Frankly, I don't think we were lucky. I feel that the process used was effective in producing a dedicated performer. I'm not going to make a series of grandiose statements about this clerk. Instead I will limit my remarks to a few factual phrases: learns and retains, follows instructions well, completes all assigned duties in good time frames, establishes priorities, uses all free time in self development programs, attendance and punctuality is above reproach, adheres to all rules and regulations religiously.

All I can say now is thanks for a good Clerk 1 trainee."
- Assistant Project Director
WIN Program

"I have recently hired the fifth Project Skill employe within the last 10 months. Three of them have successfully completed their training in the receiving and issuance section and have been placed in permanent budgeted positions. Without exception, all five have shown average to excellent results in quality and quantity of work accomplished, in attitude, cooperation, attendance and punctuality. The acceptance of these employes by their co-workers is excellent. This project has been a huge success. I certainly hope it will continue."
- Chief, Receiving and Issuance Section
Department of Transportation

SECTION II

JOB DEVELOPMENT

Job development, a key to the success of Project Skill, was the process by which permanent state civil service job openings were obtained. It involved persuading civil service hiring authorities to utilize the project as a source for filling some appropriate vacancies. Job development was the major responsibility of the Project Skill job developer.

Gaining Support

Aided by an executive order from the Governor of Wisconsin which mandated affirmative action for the handicapped, Project Skill began soliciting job commitments from top agency administrators. The success of the first trainees provided some concrete examples for use in further promoting the project.

After gaining top level support, the project focused on gaining support from all levels of personnel involved in hiring decisions, particularly agency personnel officers. Their support was gained through periodic contact by the job developer, either by telephone or in person. These contacts helped personnel officers to think about current job openings that would be appropriate to commit to Project Skill.

Agency affirmative action officers were also useful contacts. Once convinced of the project's viability, they became important allies in persuading their agencies to commit positions to the project. Many affirmative action officers screen all of their agencies' job openings to insure that affirmative action recruitment policies are being followed. In this screening process they often contacted the job developer with leads for possible position commitments.

It soon became clear that the probability of a successful placement was enhanced greatly if the supervisor of a position committed to Project Skill was convinced about the value of the project. Job development contacts were also made with state agency supervisors, usually at the suggestion of the agency personnel officer. If supervisors could be sold on the program, they would often request that Project Skill be used when they were ready to fill other vacancies.

Tools, Techniques, and Selling Points

Information on Job Openings

The project's close organizational relationship to the State Bureau of Personnel proved useful in obtaining opportunities for developing jobs. Listings of job classifications within each agency were obtained as well as information on the number of annual vacancies within each classification. This enabled emphasis and priority on units that were likely to have open positions which could be filled. Coupled with a monthly listing of job openings from the Bureau of Personnel, this allowed staff to make timely contacts with personnel officers and supervisors who had appropriate job openings.

Promotional Tools

In making contacts with potential employers, various promotional tools were utilized. They included a brochure (Appendix A) which explained the project and its benefits (updated periodically to emphasize results), a film about the project which could be used for group promotional efforts, and a sales presentation which included pictures of Project Skill trainees on the job.

Selling Points

In the early stages of the project, the findings of previous research on employment success, and characteristics of our target population were used. For example, the project emphasized to potential employers that:

1) Some studies have shown that persons who are mentally retarded possess high degrees of clerical aptitude, mechanical aptitude, dexterity and other types of skills;

2) In occupations ordinarily showing a high degree of turnover, qualified workers who are mentally retarded tend to excel;

3) Their attendance record usually is better than average, and that accident and loss rates are lower.

Data on the results of Project Skill became an effective selling point. Information on numbers and types of placements in each agency, retention rates (which for some job categories were higher than for non-Project Skill hires), testimonials from supervisors of project trainees, and cost-benefit ratios showing that the program was cost-efficient in reducing expenditures of public money was extremely useful.

Pointing out the services provided by Project Skill also served to persuade hiring authorities to use the project as a hiring

resource. It was emphasized that through intensive recruiting, candidates who were capable of doing the job would be found. Agencies were informed that Skill staff could help them move the required paperwork through the civil service system, as well as assist in preparing and conducting the civil service examination. It was also stressed that staff were available at the final interviews for consultation and advice, and that follow-through, including counseling and referral to supportive services, would be provided for the particular applicant hired. The fact that co-worker and supervisory training was provided by Skill staff was also reassuring to the prospective employer. Many of the apprehensions of hiring authorities were overcome when they learned from the job development efforts that the services of a staff which was experienced in working with the target population were available.

Another selling point which became a greater factor in developing jobs for Project Skill was an executive order issued by the Governor of Wisconsin which mandated affirmative action for the handicapped. Executive Order #86, dated October 7, 1974, has been an added incentive for agencies to use Project Skill. This order (Appendix B) called for all state agencies to implement affirmative action programs for persons with disabilities. Executive Order #86 was strengthened by Executive Order #9 (March 26, 1976) which further defined agencies' roles in this regard (Appendix C). The content of this mandate was carefully reviewed with agencies. Recent federal regulations which define the affirmative action requirements of the Vocational Rehabilitation Act of 1973 brought renewed interest by state agencies in hiring the handicapped.

Project Skill made a point of informing agencies that it could be an important resource in their affirmative action efforts for persons who are handicapped.

Cementing the Commitment

Once an agency agreed to commit a position to Project Skill, definite follow-up procedures were followed to insure that the position would be filled in an efficient and timely manner, that civil service procedures were followed, and that referral sources would have adequate information to base referrals on.

These procedures were:

Letter of Intent - When an agreement to commit a position to Project Skill was reached between an agency and the job developer, the hiring authority was asked to send a memo to the project confirming the intention to hire through Project Skill. This procedure was instituted to alleviate any possible misunderstanding that might occur.

Job Analysis - For each position committed to Project Skill, an individualized, on-site job analysis was done by the job developer. The supervisor of the position was interviewed and the job broken down into specific tasks and duties. The work environment was observed in order to provide an indication of the psychological climate of the job. For example, answers to the following questions were sought: What would be the degree of interaction with co-workers, or the public? What would be the nature of the supervision? What were the attitudes of the supervisor? The information gained from the job analysis was used to assist referral sources and the Project Skill intake specialist in making decisions as to whether or not an individual would be an appropriate referral for the position.

In the case of positions for which the availability of qualified applicants was uncertain, a preliminary check was made with referral sources. If qualified applicants were not available, the agency was informed that the vacancy could not be filled by Project Skill at that time. This rarely happened, however. On one occasion, after a job analysis was done, it was decided that the position involved too much pressure, and would not be appropriate for Project Skill. This was then explained to the agency and was seen by them as evidence of the project's careful screening procedures.

Job Description - Using information gained through the job analysis, a detailed job description was prepared. The job description included information (such as the psychological environment of the job) which went beyond what was ordinarily in a civil service job announcement, and was used as a tool by referral sources when doing initial screening of potential applicants.

Job Announcement - The formal civil service job announcement was prepared by the Project Skill job developer. The project prepared the announcement to insure that the specialized wording necessary for Project Skill was included. The additions to the usual announcement format are as follows:

1) The job title needed to include the designation "Trainee," "Exceptional Employment," and "Project Skill." The "Exceptional Employment" designation refers to the fact that applications would only be accepted from persons in the Project Skill target group.

2) The following special requirement was also included as part of the announcement:

   SPECIAL REQUIREMENT: Pursuant to Wis. Adm. Code Chapter Pers. 27 and in accordance with the State of Wisconsin Affirmative Action Policy to assist

occupationally handicapped groups, appointment consideration will be given only to applicants diagnosed (or certified) as mentally retarded (mildly or borderline retarded), or as emotionally handicapped.

Project Skill Agreement - For each position committed to Project Skill, an agreement was worked out between the project and the employing agency. This agreement defined the terms of the job commitment and spelled out the responsibilities of both parties for the duration of the training period, and the subsequent probationary period.

The agreement (Example: Appendix D) included the following elements:

- The scope of the agreement; a short statement on the purpose of the agreement.
- A general statement on the purpose of Project Skill.
- A definition of the training period.
- The trainee's salary, and expected salary progression.
- The procedures for recruitment and selection of trainees.
- A statement about how trainees would be certified as eligible for Project Skill.
- A listing of the Project Skill reporting requirements. The basic requirements were that the agency would provide the project with copies of all personnel transactions involving the trainee, such as the letters sent to the trainee notifying him/her of starting employment, reaching probationary status, reaching permanent civil service status, and termination, if necessary.
- The specific information on the position or positions committed, such as job title, number of positions, starting wage and hours of work.
- The signatures of the Project Skill director and an agency representative, usually the personnel officer.

Job Restructuring and Accommodation - Job restructuring - or rearranging the job duties of two or more positions to make a position that would include only duties that could be performed by the target population - was not done by Project Skill. The positions committed were such that, with proper recruitment, they could be filled without altering basic job descriptions. This proved to be valuable, because job restructuring was seen by supervisors as a complicated and disrupting procedure.

SECTION III

RECRUITMENT AND INTAKE

The purpose of recruitment and intake was to provide employers with trainees who could, with proper training and support, meet the minimum requirements of the job for which they were selected.

The elements of this process were:

1) Recruitment
2) Pre-screening
3) Civil service examination
4) Final selection

Recruitment

Recruitment in Project Skill was limited to persons diagnosed by a developmental disabilities or mental health professional as either mildly mentally retarded or restored emotionally ill. Limited recruitment of this type is allowed under the Wisconsin civil service system, and is authorized by the Wisconsin Administrative Code, Rules of the Director of the Bureau of Personnel. The specific rule is included as Appendix E.

In order to reach the target population, referral sources must be developed. All agencies and persons who work with the mildly mentally retarded and/or restored emotionally ill were contacted as potential referral sources for Project Skill:

1) Division of Vocational Rehabilitation (most referrals came from this source)

2) Rehabilitation facilities (i.e., Goodwill Industries, Opportunities Centers, etc.)

3) Association for Retarded Citizens

4) Mental health centers

5) Special education counselors and teachers in high schools and vocational schools

6) State Job Service (employment service) offices, including the Work Incentive (WIN) Program

7) Other special programs which serve the target groups.

When the project began, meetings were held with all referral sources to explain the project and answer questions about referral criteria and procedures. Ongoing contact and dialogue with referral sources was necessary to prevent misunderstandings. For example, misunderstandings can occur regarding the characteristics of an appropriate referral, or what background information about referrals is needed.

Referrals to Project Skill occurred in two ways:

1) Referrals were sent to Project Skill whenever the referral source had a person who might qualify for an opening which Project Skill might develop in the future. This provided a pool of applicants from which Project Skill could draw.

2) Other referrals were solicited by Project Skill in response to a specific job announcement. When Project Skill received a specific position commitment, a job announcement was sent to all referral sources. They then provided Project Skill with referrals of persons who would be appropriate for the position prior to the deadline date of the job announcement.

Both kinds of referrals were important. Having a pool of applicants allowed the project to respond with assurance when prospective employers questioned whether or not qualified applicants were available for a particular job classification. It is important, however, that applicants' expectations are not raised too high. They need to understand that there are no guarantees that a job will be developed that they could qualify for, and that assurances cannot be given as to how long the wait might be before applicants are notified of an opening.

Even with a pool of applicants, it was essential to continue sending announcements of each opening to referral sources, and not rely solely on our files. The announcements prompted the referral sources to refer persons that they had not referred earlier, either because additional clients had recently come to them, or they had not previously considered Project Skill.

Pre-Screening

Pre-screening for Project Skill consisted of two elements: 1) collecting information about the applicant that would be useful in evaluating his/her suitability for particular Project Skill job openings, and in working with the individual after he/she is hired; and 2) conducting a pre-screening interview.

Collecting Information

Referral sources assisted the applicant in completing the following:

1) A State of Wisconsin Application for Employment. It was especially important that this form was done neatly and completely, as it became the initial contact document for prospective employers.

2) A Project Skill Application Form (Appendix F). This form provided the project with needed information not included on the State Application.

3) A Release of Information Form (Appendix G). This enabled the project to obtain further needed information not available through the referral source.

The referral source also provided Project Skill with a certification of disability (Appendix H). This form was completed by a qualified person within the referral agency, using medical, psychiatric, and other diagnostic information. The certification was necessary as documentation that applicants were from the targeted population.

Although the original certification served the purpose of establishing a statement of eligibility, in some cases certain applicants and trainees proved to be unready for the training program. Therefore, referral sources were asked to add the following statement: "The applicant is willing and able to enter the Project Skill training program, and can be expected to adequately tolerate the stress of full-time employment."

In addition, it is important for the referral source to provide copies of all pertinent medical, diagnostic, and evaluation material that they can legally pass on. This includes physical capacities reports, psychological evaluations, rehabilitation facilities reports, and reports from vocational assessment centers. Reports can be helpful in many ways, e.g., a physical examination could indicate certain physical limitations such as restricted ability to stand for over an hour; a psychological evaluation might list a relatively low reading level of 2.6 grade yet state that there is evidence that the applicant can learn an unskilled job through oral instruction and demonstration; a vocational-work adjustment progress summary could give evidence that the applicant has reached a near-competitive level of work performance and job adjustment. When other types of evaluative material are old or incomplete, the referral source must provide their own impressions and recommendations. The additional documentation requested from referral sources is described in Appendix I.

Pre-Screening Interview

A pre-screening interview was held with each person who applied for a Project Skill job. In this interview, the project was explained to the applicant. It also served to put him/her at ease and gain any additional needed information on interests, skills, past experiences, and other conditions that must be taken into consideration in job placement. For example, information listed on the state application's work history and other training sections was often incomplete concerning vocational assessments, work adjustment and training. Transportation should be discussed with the applicant so that adequate arrangements can be made to ensure that the trainee gets to and from work.

The pre-screening interview also served as a "dress rehearsal" for the more formal oral evaluation which was to occur later. It gave clues to the applicant's verbal skills, cooperativeness, stress tolerance, and interest in the particular opening for which she/he was being considered. If it appeared that the applicant had been inappropriately referred for a position, this fact was discussed with the referral source. The referral source then discussed the situation with the applicant. Applicants who insisted on going through with the civil service examination were allowed to do so if they met the minimum eligibility requirements for the job. This situation rarely occurred in any explicit way; when it did the chances were the applicant was ranked relatively low.

Civil Service Examination

The next step in the intake process was a civil service examination. The most typical type of examination was an oral evaluation, in which a panel of two or three persons interviewed the candidates. Questions were tailored to the job being examined for, and the same questions were asked of each applicant. Each applicant was then given a numerical civil service score. Applicants were ranked on such factors as past work experience and training, attitude toward and understanding of the job, and personal characteristics such as stress tolerance or health limitations. The evaluation factors are listed in more detail on the Applicant Evaluation Sheet (Appendix J). Project Skill staff usually served as members of the oral evaluation panel, although participation by representatives of the employing agency was encouraged.

Written tests or performance evaluations were also used when Project Skill and/or the hiring agency considered them to be important selection factors. These were usually appropriate modifications of existing tests, devised in cooperation with the State Bureau of Personnel.

A civil service examination given for a Project Skill position often resulted in the establishment of a civil service register. With registers exam scores and rankings are valid for six months for other job openings in the same job classification. A record of the registers, with names and expiration dates, was kept by the Intake Counselor. Procedures for filling any position covered by a register then entailed certification of eligible names from the register and scheduling these people for a job interview, a considerably less complex process. Establishment of a register eliminated repeating the time-consuming steps of job announcement, recruitment, screening, and oral examination for every job filled.

A feature of the Wisconsin Personnel Rule which allows recruitment to be limited to a target group is category certification. Category certification expands the number of applicants who are certified to an employer as eligible for a particular position from the usual three to a minumum of five. In this system the categories are: Category I - scores of 90-100, Category II - 85-89, Category III - 80-84, etc., with above 70 considered passing. In the situation where one vacancy exists, the top category is certified. If this does not yield five applicants, additional categories are certified until at least five applicants are eligible for the position. For example: if on a particular exam three people had scores between 90 and 100 and four people had scores between 85 and 89, seven people would be eligible to be interviewed by the hiring authority.

Category certification had a positive effect on Project Skill in two ways. First, employers were more confident that they would get an acceptable candidate if they had more persons to select from. Second, it allowed more Project Skill applicants to feel "successful" by being selected for the final interview.

Final Selection

When the civil service register was established, it was the employing unit's responsibility to contact Project Skill applicants for the final selection interviews. The hiring decision rested with the employer. A Project Skill staff person - usually the intake counselor - was present at the final interviews. A familiar face and moral support for applicants helped put them at ease so that they could do their best.

The Project Skill staff person also served as a consultant to the employer, interpreting strengths and weaknesses, and alerting supervisors and agency representatives to potential problems. For example, physical disabilities or medications which could affect the work assignment were explained, as was the general category of disability (retardation or emotional disturbance),

in non-technical terms. When a final selection was made this information was transmitted to the Project Skill Trainer who would be working with the agency and the trainee. The actual training process then began.

Feedback to Referral Sources

A thread running through the entire recruitment and intake process (and, indeed, the entire project) has been the need for constant communication with, and feedback to the referral sources. They need to be informed about the applicant's performance in the pre-screening, oral exam, and final interviews. This gives the referral sources valuable information which can be used in their continuing rehabilitation efforts with the individual. For example, if the applicant's interviewing skills are not good, the referral source can set up a program to improve them. In this way all applicants to Project Skill received a service, whether or not they were successful in obtaining employment through Project Skill.

SECTION IV

TRAINING

Training includes activities which focus on the pre-training and training process. These activities include providing information, instruction, and discussion sessions for trainees, co-workers, supervisors, training directors, personnel managers, administrators, project staff, and referral agency personnel.

The material in this section of the report is based on two and a half years' experience with the project. Some procedures have worked well, others have not. The general conclusion is that particular schedules and relationships can be varied somewhat with individual situations. In all situations, however, the following seem to be necessary:

1) Understanding by all key persons of their responsibilities

2) An effective communication system.

Purposes of Training

Orientation

Orientation involves familiarizing individuals with facts about the trainee and the training program. Orientation is necessary so everyone who is in a position to influence training progress has the information needed to make wise judgments regarding the project and their role in it. For example:

An administrator needs to know general goals of the project in relationship to affirmative action mandates.

A personnel manager needs to know an applicant's job potential to decide if he/she can fulfill the position requirements.

A trainee needs to know work rules if he/she is expected to follow them.

Skill Training

Skill training (the formal or semiformal instruction in task procedures), is necessary to teach the trainee accepted ways of doing the job.

Adjustment

Adjustment refers to the acquisition of acceptable behavior for the work setting - "fitting in" and "getting along." The trainee's behavior reflects attitudes about himself/herself, the work, co-workers, and supervisors. Without a reasonably positive approach, the trainee, despite the learning of skills, may well resign in discouragement or be terminated by the employer.

Orientation/Training

Administrators

Top agency administrators should be informed about the program by letter from the project administrators. Follow-through meetings are then arranged. The actual orientation of agency or unit staff, when supported by the administrator, gives backing to the project, and lets the employing unit staff realize that administrative support is given to the program. It may be desirable to have the administrator give a preliminary statement at an orientation meeting. Here is what was done at one institution:

> An initial agreement was made between the administrator and the project job developer to hire a trainee. Since this was the first trainee in this setting, and there was considerable apprehension among staff, it was agreed that a meeting of a representative of administration, personnel, training, and supervisors would be held, with project staff presenting dimensions of the program and answering questions. A one-hour session was held which included the showing of the filmograph about the project, an introduction by the employer's training director, and a presentation of about ten minutes each from the project job developer and trainer. A question and answer session followed for about a half hour during which several issues were raised concerning the ability level of the trainees, special conditions such as whether trainees can have more days off than regular employes, and the roles of supervisors and project staff. The session served to provide information and to air out some of the concerns of employing unit staff.

Personnel Managers

Orientation of personnel managers begins with the contact by the job developer, who might be accompanied by a trainer. Not only a description of the overall program but discussion of potential trainees and their abilities and needs is important to the personnel managers' understanding of and cooperation with the project. The personnel manager may decide that the appropriate approach in his/her setting would be to have a formal orientation such as the example described above. Co-worker orientation may

be decided upon after discussion with individual supervisors. The personnel manager may decide that certain supervisors are more likely to be helpful and proficient at training than other supervisors.

Supervisors

Semiformal Training Program:

Early in Project Skill's implementation, staff and the Advisory Board recognized that a specific structure was needed to help supervisors more effectively train persons who are mildly retarded or restored emotionally disturbed. They felt that a training program was needed to dramatize for supervisors the need for training, clear instructions, and a positive work climate for all employes, both handicapped and non-handicapped. They also felt the training program should include practical suggestions for training the mentally handicapped.

One result was the devising of a Supervisor Training Manual* which the trainer/technician used in a number of settings. The following outline, in modified form, describes the format of the two-hour group sessions for supervisors:

1) Introduction of leader and group members; definitions of purpose.

2) Project Skill filmograph and sharing of comments about trainee progress from supervisors who have already trained Skill participants.

3) Exercises

- Timed test (Appendix K) followed by discussion of how trainees react to pressure, how intense pressure might interfere with productive work performance (anxiety arousal) and how a trainer might lessen this anxiety.
- Towel folding exercise, illustrating individual approaches to a particular task (different ways of folding) and consequently the need for step-by-step planned training for proper learning to occur. This is related to supervisory responsibility.
- Taking directions exercise, where the group follows verbal directions for tying an underwriter's knot (Appendix L). This illustrates that pace and clarity are important in giving directions. The non-handicapped can usually absorb from three to six simple instructions before confusion begins. This is an opportunity to emphasize that Skill trainees may take longer to learn the task(s) to be performed.

* Supervisor Training Manual, April, 1975, which is available from Project Skill headquarters in Madison, Wisconsin.

Past experience has shown that trainees can learn and can reach an acceptable level of productivity. This goal is reached by establishing a consistent training program.

- Role playing, where a supervisor teaches the underwriter's knot to a new employe. This provides an opportunity to discuss specific ways to simplify communication and effect learning.

4) Discussion of learning principles and lecture on components of training (Appendix M).

Specific information Regarding Individual Trainees:

Supervisors want very specific guidelines regarding the handling of their trainees. Although general orientation is important, specific information regarding the trainee is essential to the supervisor for helping in the training process. The following information should be given to supervisors:

1) An explanation of the trainee's physical disabilities which might affect the work assignment - epilepsy, for example, even though well controlled, should be discussed. It is important for the supervisor to know about the medication and what to do if a seizure should occur.

2) A statement about the trainee's general category of disability, e.g., retardation or emotional disturbance. The focus should be on specific behavioral components: e.g., "somewhat slower in learning new tasks than the average person," or "needs matter-of-fact praise, fairly frequently, in the beginning of training."

The following types of information should <u>not</u> be given to supervisors:

1) Diagnostic categories, e.g., Schizophrenia, or Passive Aggressive Personality. Generally, these labels tend to cause fear or confusion among supervisors. There is a misunderstanding of the meaning of these terms and generally a self-fulfilling prophecy may operate where poor behavior is expected. It is better to explain certain likely behavioral components and suggest measures the supervisor might take, e.g., "if the trainee tends tends to isolate himself/herself, make <u>gradual</u> efforts to talk to him/her and include him/her in group discussions," or, "the trainee responds best if he/she knows that not phoning when ill will result in loss of pay."

2) Intelligence Quotient (I.Q.). Mere knowledge of an I.Q. score often results in arbitrary exclusion from certain

tasks or discussions, and leaves out of consideration the individual adaptive ability of the trainee. It is better to tell the supervisor, e.g., "Joe can learn the schedule best if you go over any new assignment with him several times, having him repeat it, prior to his beginning the task. Check on his work about each hour the first night, and ease up gradually from then on."

The principle Project Skill has followed has been to give information which is useful, necessary, or helpful because it is directly related to training success.

Co-Worker Training and Orientation

Soon after the supervisory training started, the project staff became aware, through feedback from supervisors, that co-workers were beginning to question this special training. To respond to these questions and to strengthen commitment to the project, Skill staff designed a co-worker training program to be a complement to the program provided for supervisors. In both cases, the training was designed to provide information on the capabilities of the population and insights into ways to respond to potential situations which might arise during training.

Co-worker training was first instituted at one of the State's residential institutions when it became clear that one of the Skill trainees was receiving hostile teasing from co-workers. With the support of the department administrator, co-worker training was introduced.

Co-worker training was a modification of the supervisory training. The following agenda was often used:

- Introduce group and discuss the Wheel (Appendix N).
- Then follow same sequence as for supervisory training up to the role playing of giving instructions for the underwriter's knot. The second half of the training can utilize:
  a. Climate exercise (Appendix O)
  b. Word game (Appendix P).
- The session can then be concluded with specific information on the structure and purpose of the project itself.

The orientation of co-workers was at the discretion of the supervisor, personnel manager, and the project trainer. Some supervisors prefer to say nothing to their staff other than, "This is Joe Brown, who will be a trainee in the maintenance department." This may suffice. Other supervisors wanted an orientation for co-workers because of some apprehension about special programs or about handicapped persons. All orientations should be made known to the trainee, especially those for co-workers.

In one instance, the agency administrator, training director, and personnel manager thought that co-worker orientation would be absolutely necessary. These three management representatives,

together with the trainee's co-workers, met with the project job developer and a project trainer before the trainee started the new job. The filmograph was shown, introductory remarks were made by the training director, and brief presentations were given by the project job developer and trainer. Considerable feelings were expressed, pro and con, toward the project by the co-workers. Some co-workers were upset because, as they stated, "If a retarded person can do my job, what does that say about me?" This concern is difficult to respond to, but some of the answers given were:

"Everyone does not choose to or is able to use all his ability on a job."

"If one has more ability, he/she can move up to a higher level job."

It was emphasized that trainees were hired at less than the usual pay rate, but were expected eventually to work up to a satisfactory level of performance and achieve regular status and pay rate. Another issue was whether trainees would pay their "fair share" of union dues. The answer was "yes." A few co-workers rose to the defense of the "handicapped" saying, "I know they need a chance," or, "I believe they can do the work." The session served somewhat as a catharsis for co-worker rumblings, and did provide information. It also prevented disputes between trainees and "regular" employes, and possible disruption of the work situation.

Trainees

Trainees are usually first informed about the training program from a referral agency counselor, who has some general background about the project. When a specific job is open, the referral agency counselor can offer some detail about job tasks, wages, hours, title, and location of the job. This information is given to the referral counselor by the project's intake worker.

Next, the trainee meets with the project intake counselor (in Madison, at the project headquarters; outstate, at the referral agency) who provides further information about the program, job goals and objectives.

The purpose of these preceding interviews is to give the trainee some of the facts about the job and to discuss some of the implications the job would have for him/her. For example, the receipt of Social Security Disability Insurance may well be terminated after up to nine months of employment. At the civil service oral evaluation, the trainee will state his/her knowledge of the job being applied for.

The function of training in the Project Skill job is to teach the trainee the individual methods and procedures the supervisor

requires and to help him/her adjust to the work situation. There have been three training models to assist the trainee:

1) Preliminary Training By Project Staff

For the first groups of trainees early in the project, preliminary training sessions were held. Placement staff provided orientation speakers from the union, safety program, and personnel. Instruction, demonstration, the tryout of tasks, role playing of trainee/co-worker and trainee/supervisor relationships were included. After a week or two, the trainees were assigned to their regular supervisor.

This format except for the personnel orientation, was discontinued when it was discovered that most applicants' previous training, skill, and adjustment was at least minimally sufficient to enable them to train at the regular work site.

2) Preliminary Training By Employing Unit Training Staff

Two employing units had a preliminary training program for their "regular" workers which was also given to Project Skill trainees.

- Preliminary training for Building Maintenance Helpers: For the first groups of trainees, the formal training outline was followed. However, it was discovered that many trainees had trouble adjusting to their regular work setting after getting used to the preliminary training site. The modification effected was to retain the personnel and work rule orientation in formal sessions, but to curtail the extent of the preliminary work demonstrations. Trainees were then transferred to the work site itself. The unit trainer then acted as a consultant to the supervisor. This format seemed to work more effectively.

- Preliminary training for Nursing Assistant (Employing Unit Training Officer): One institution used a formal six-to-eight week training program of classroom instruction, lectures, audio-visual aids, and gradually increasing job tryouts. Written examinations were given at mid-training and at the end. Currently, a Project Skill trainee has progressed through the formal training sequence along with six or so other "regular" trainees.

3) Training By Supervisor from First Day of Training

In a large percentage of the training sites, trainees are turned over to the supervisor for training from the date of hire. A member of the personnel department or Project Skill staff introduces the trainee to the

supervisor. (Usually, the trainee first meets the supervisor at the final interview when the decision to hire is made.) An orientation from the personnel department is always given during the first several days of employment. The trainee is given the same information as any other new employe:

- General job goals
- Work rules
- Tour and description of work area
- Use of time cards
- Hours, breaks, lunch time
- Safety practices, fire exits
- Introduction to co-workers, supervisors
- Health insurance
- Retirement
- Sick leave
- Vacation
- Life insurance.

These discussions between the personnel staff or supervisor and the trainee, help establish the ground rules for the trainee's relationship with the supervisor.

It has often been advisable for the trainee to work with a co-worker at first, if possible. In any event, the trainee should know specifically where, how, and to whom to report for instructions.

Programs, Training Plans, and Reports

Programs

Several documents state the goals of the project and specify some of the responsibilities of the employer, Project Skill, and the trainee.

- General Training Plan: The General Training Plan is based on requirements of the State Personnel Code. The plan outlines certain aspects of the project such as tasks to be learned, training process, characteristics of trainee group to be served, funding source for trainees, recruitment process, and length of training. A copy of this plan is given to each employing unit personnel office. (See Appendix Q.)

- Training and Employment Agreement (Appendix R): This agreement specifies the title of the job, pay rates, time of training, and conditions of completion or termination. The agreement is signed by the trainee, the employing unit

representative, and the personnel bureau representative. A copy is then received by each party to the agreement. Although the document specifies a training period of up to six months, the employer can advance the trainee earlier with State Bureau of Personnel approval. Also, the term of training can be extended for a period of time, usually three months. This additional time has rarely been necessary, because after six months most trainees have had time to demonstrate that they can be advanced to regular probation.

- Training Program (Appendix S): The Training Program's major components include the duration of training, pay, supervisory responsibilities such as instruction and reporting progress to the trainee and Project Skill, as well as itemizing the tasks of the job. Some items such as pay are determined by a union contract and the State Bureau of Personnel. Reporting schedules are suggested, but supervisors are allowed considerable variation in their adherence to the schedule. This document must be approved by the State Bureau of Personnel; a copy is given to the employing unit personnel officer, supervisors and trainees.

Specific Training Plans

The specific training plan is a description of tasks, procedures, and a timetable for learning required tasks. The plan is used by certain employing unit trainers who have a formal structure for training (Appendix T). The unit trainers usually implement the plan themselves, or work with a supervisor to help the trainee in following the plan. Project trainers can be of assistance in working out plans to teach certain tasks, or to modify behavior which is interfering with job progress.

Records/Progress Reports

In order for the supervisor to keep track of trainee progress, a record should be kept of task learning and job-related behavior. The analysis required to do justice to the trainee and provide a fair report gives the supervisor time to think about tasks accomplished and job-related factors. The trainee should be involved in the rating process through periodic discussion with the supervisor, and the trainees should sign the report to indicate they have seen it (Appendix U). The rating process, although useful in some training situations, is especially helpful to Project Skill trainees who are used to being assessed and evaluated as part of their past rehabilitation programs and can use the assurances and guidance of supervisors who have looked carefully at trainee progress.

Record forms have two components: 1) task performance, and 2) job-related behaviors. Tasks are rated for quantity and quality on a five-point scale (Appendix V). Job-related factors,

such as co-worker relationships, are also rated for quality on the five-point scale. It is suggested that records be completed each week during the first month of training and every two weeks for the balance of training. A flexible interpretation of this schedule is desirable - most important is that the trainer/counselor is satisfied that trainee progress is being made.

Many supervisors do not like to complete reports. This reluctance can be partially overcome if the unit or project trainer or placement counselor spends some time in the beginning of training with the supervisor. During the first week(s) of training, the assigned trainer or counselor should meet with the supervisor to review his/her understanding of the rating form codes, and to discuss trainee progress. Experience has shown that some supervisors need assurance that the trainee can "stand" being evaluated, especially if some performance needs improvement. If supervisors consider reporting helpful in training a better employe, more useful and meaningful reports are forthcoming. Interest and cooperation of the assigned trainer-counselor has aided reporting. If no report is requested, reports will not flow readily. When written reports are not sent, a phone call to the supervisor can elicit an oral report, and some persuasion may help in encouraging the sending of a written report. It is good to emphasize that the main purposes of the report are to give the trainee some tangible evidence of progress, to aid the supervisor in noting progress and problem areas, and to inform the trainer of trainee needs such as counseling or other services.

Job Placement Follow-Through

Who Should Follow Through

The referral agency usually has considerable background information about the trainee, and an investment of time and a relationship with the trainee that may well continue into training and beyond. The value of this knowledge for placement follow-through cannot be underestimated. It is important to establish from the beginning of training the respective roles of the referral agency and the project trainer. It is rare that too much follow-through is done or that two or more agencies outdo each other in working with the trainee and supervisor. One supervisor complained that the trainee used too much of the supervisor's time with discussion of personal problems. The supervisor said, "I'm not a professional counselor." Although supervisors often can give good advice, a careful discussion between the trainer, trainee and supervisor will reveal whether the Skill trainer should be more involved or perhaps refer the trainee to other services so that the supervisor can maintain his/her primary role of supervision.

One primary counselor/trainer should be designated to follow through with trainee and supervisor concerns. Reports can then be given to other appropriate individuals. The models followed so far are:

1) Project Skill trainer as the primary contact (this model is used in the project headquarters city): The project trainer has direct communication, through work site visits and phone calls as well as receiving written reports from the supervisor. Many problems which arise can be resolved in these interchanges, e.g., a trainee's misunderstanding of supervisory job performance expectations, or a supervisor's misinterpretation of the cause of a trainee's momentary inattention which might be due to petit mal seizures. If a problem arises which cannot be resolved by the project trainer, e.g., need for psychiatric review of medication, steps are taken such as the referral of the trainee to a mental health clinic. Periodic oral reports of trainee progress are given to the referring agency.

2) Referral counselor, or follow-up placement counselor, as the primary contact (this model is especially followed at job sites beyond commuting distance of the project trainer): The project trainer is responsible for arranging an introduction between the employment unit personnel office and supervisor and the referral or follow-up counselor. From then on, the counselor follows through with the trainee and supervisor, monitoring trainee progress. Written and oral reports of progress are routed to the Project Skill trainer. Some personnel officers want a copy of the progress reports, also. If there is a lag in the reporting, the Project Skill trainer should call the contact counselor and find out what is happening. Sometimes, it is necessary for the project trainer to travel to the work site and meet with the trainee, supervisor, personnel, and local contact counselor.

Work Site Visits

The project trainer, or the person designated to provide follow-through in outlying areas, should be aware of the work settings, periodically tour the area, and take note of the trainee's physical and social environment. Ideally, this should be done before the trainee begins work. Work site visits demonstrate interest in the trainee's progress. However, in some settings the presence of the trainer is counterproductive. If the trainee, supervisor, or personnel manager indicates that work site visits are not helpful, the trainer should, nevertheless, arrange to talk with the supervisor and trainee in some other area. Often, this is done because of co-worker curiosity and concern that inordinate or "special" treatment is being afforded trainees.

Visits should be geared to training needs and circumstances. Some trainees and supervisors require and welcome weekly visits for perhaps the first month. Usually, however, a visit the first and third week should suffice, with perhaps a phone call the second or fourth week. It is most important for the project trainer to follow trainee progress through visits, phone calls, and written reports. After fairly intensive initial contacts, a gradual lessening of contacts can take place. Many employing units require a three- and six-month report on all new employes, and this is a good time to closely monitor trainee progress. Also, a training pay increment occurs at those intervals as a partial recognition of progress. If a trainee is advanced to "regular" probation before the end of the six-month training program, the Project Skill trainer should review progress with the trainee and supervisor and acknowledge successful completion of training. This will serve to partially reinforce trainee and supervisory efforts.

SECTION V

CONCLUSION

As a result of Project Skill's research and development efforts within Wisconsin state service, over 100 persons, either mentally retarded or restored emotionally disturbed were hired into permanent civil service positions. The effort added productive, valued employes to the system, employes whose turnover rate compared favorably to employes hired through regular processes. Initial cost benefit figures also reveal a positive return on the investment.

While it is true that the model developed by Project Skill included intensive "front end" attention such as careful screening and detailed training plans in addition to other early professional attention and service (with concomitant costs), this initial effort has demonstrated its importance and value. As a result of the project, more individuals (co-workers and employers) have, by interaction and exposure, learned some graphic lessons about the potential and ability of persons about whom they may have previously held misconceptions.

It is clear that, in Wisconsin, the project will not only be continued using state funds, but the model will be expanded to encompass the entire handicapped population. The new Project Skill will be a handicapped placement and affirmative action resource for all of Wisconsin civil service. A precedent will also be set in that the ongoing program will be the joint responsibility of two Departments - Health and Social Services as well as Administration. The new program will be meshed with the setting of hiring and promotion goals for persons who are handicapped in each state agency affirmative action plan. These efforts will in turn be strengthened by the promulgation of a training package now being developed through an Intergovernmental Personnel Act grant. The package will contain the basic information needed by personnel managers and supervisors regarding handicapped affirmative action. The topics which will be developed in depth include: legislative mandates, facts and figures about the ability of the handicapped population, reasonable accommodation - its definition, parameters - as well as a delineation of the resources available to enable hiring authorities to meet their responsibilities. The IPA project also includes an in-depth analysis of the state's Management Information System, to assure that the most workable approach is implemented to gather needed statistics on handicapped employes, applicants and reasonable accommodations. As a first step, the state application has been modified to allow an individual to define a handicapping condition if she/he so chooses.

Further spin-offs of the project include the Skill Extension to Cities and Counties, an effort funded through 4% Discretionary funds of the Governor's Manpower Office. Thus far, in its short existence, this project has brought together various agencies at the local level into new and hopefully ongoing relationships. Comprehensive Employment and Training Act funds (Work Experience and Public Service Employment) have been used as subsidy for positions for persons who are mentally retarded or emotionally disturbed. The attention of funding sources (Area Manpower Boards) has been effectively focused on the manpower needs of the target populations. Referral sources and service provider agencies (Community Action programs, Division of Vocational Rehabilitation, local Mental Health and Development Disabilities Boards, etc.) have not only become alert to the potential value of CETA resources for the persons they serve, but have also entered into formal cooperative relationships with the project. These new, defined processes provide for smooth, coordinated services to the consumer and have resulted in additional, substantive employment and training opportunities which did not exist previously for this population.

Project Skill has not only worked, but it has grown and gained acceptance. Given budgetary and fiscal constraints, the fact that the project has gained the support to assure its continuation under General Purpose Revenues is a major achievement. The fact that two state agencies have entered into an unprecedented effort to assure its continuation is an event worthy of special note.

It should be understood, however, that there were no special conditions unique to Wisconsin which resulted in a viable project. The conditions and the outcomes can be replicated in other jurisdictions. Over the long term, the real value of the model developed by Project Skill will be in the extent to which other states or local governments are able to adapt or adopt the methods and approaches which evolved from Project Skill. It has worked and will continue to work in Wisconsin. There is continuing concern on the part of all involved with the initial effort that other governments are able to pursue implementation of the model or adaptation of its structure to their own circumstances. This monograph has been written with that purpose in mind.

Appendix A

SOME BACKGROUND

Project Skill is a Federally funded demonstration project under the Department of Administration Manpower section. The objective of the program is to identify, place and train handicapped individuals in jobs within the state civil service system.

Project Skill is the first program of its type in the nation. The project trainees are handicapped with less severe emotional or mental handicaps. The trainees are hired under special provisions of the state civil service for a number of jobs. They are paid minimum wage standards or more depending on experience and training. Upon completion of up to six months training, they are paid regular civil service salaries.

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PROJECT SKILL TODAY

PLACEMENTS TO DATE

89 individuals have been employed thus far.

As of June 15, 1976:

- 23 Trainee Status
- 15 Probationary Status
- 27 Permanent Status
- 6 Promoted
- 24 Dropped Out
- 65 Presently Working

JOBS HELD BY PROJECT SKILL TRAINEES

Food Service Workers

Building Maintenance Helpers

Laborers { Grounds, Food Service, Laundry }

Storekeepers

Clerks

Typists

Stock Clerks

Office Machine Operators

Graphic Reproduction Aides

Key Punch Operators

Management Information Specialists

Shipping and Mailing Clerks

PROJECT SKILL:

Provides a careful job of screening

Provides follow-up supportive services

Provides technical training assistance

Strives to place people in jobs to which they are better suited

Project Skill trainees have proven that:

They can learn the skills necessary to perform the job well within the six month training period.

They are prompt in reporting for work and have low absenteeism rates.

They can function well within the work environment and relate to other employes and supervisors.

They are generally good, reliable, dependable, desirable employes.

EMPLOYERS SAY:

We hired a Project Skill trainee as a full time Xerox operator, not with trepidation or prejudice but with some mental reservation, the reason being the pressures to which the Xerox operator is subjected.

As supervisor of an employe from Project Skill, I can strongly recommend the program and, if the occasion arose, I would not hesitate to hire additional individuals at any level.

- Frances DiLorenzo, Administrative Assistant, Public Service Commission

Frankly, I don't think we were lucky. I feel that the process used was effective in producing a dedicated performer. I'm not going to make a series of grandiose statements about this clerk. Instead I will limit my remarks to a few factual phrases: learns and retains, follows instructions well, completes all assigned duties in good time frames, establishes priorities, uses all free time in self development programs, attendance and punctuality is above reproach, adheres to all rules and regulations religiously.

All I can say now is thanks for a good Clerk I trainee.

- James Campbell, Assistant Project Director, WIN Program

I have recently hired the fifth Project Skill employe within the last 10 months. Three of them have successfully completed their training in the receiving and issuance section and have been placed in permanent budgeted positions. Without exception, all five have shown average to excellent results in quality and quantity of work accomplished, in attitude, cooperation, attendance and punctuality. The acceptance of these employes by their co-workers is excellent. This project has been a huge success. I certainly hope it will continue.

- Harry Galbraith, Chief, Receiving and Issuance Section, Department of Transportation

EXECUTIVE ORDER NO. 86

WHEREAS, the State of Wisconsin must fully utilize the talents of all its citizens; and

WHEREAS, the Governor's Task Force on the Problems of People with Physical Handicaps has identified underrepresentation of persons with disabilities in the Wisconsin work force as a significant problem; and

WHEREAS, the federal Vocational Rehabilitation Act of 1973 requires contractors and subcontractors to implement affirmative action for the handicapped; and

WHEREAS, similar affirmative action progress is necessary on the part of state departments to assure that the skills of persons with disabilities are used and developed to the fullest extent.

NOW, THEREFORE, I, PATRICK J. LUCEY, Governor of the State of Wisconsin, do hereby order:

(1) that the head of each state department, board and commission assess their present employment policies to determine whether these policies may arbitrarily discriminate against persons with disabilities and to take or recommend appropriate steps to remedy such discrimination.

(2) that each department, board, and commission shall develop and implement, through its existing person responsible for affirmative action, appropriate plans encompassing the development of recruitment and referral souces, adjustment of examination processes, restructuring of jobs, and training of supervisors and administrators concerning the needs of persons with disabilities.

(3) that the Bureau of Personnel and the state employment service shall, in cooperation with the Department of Vocational Rehabilitation and other public and private agencies assist in such a program by exchanging information concerning appropriate positions and by furnishing qualified applicants.

(4) that the head of each state department, board and commission shall be responsible for the active encouragement of handicapped persons in applying for promotion, and shall promote the requisite training at all levels which will qualify such persons for appointment and advancement in a climate of true equal opportunity. Departments shall evidence willingness to discuss problems, provide counseling for employees who feel aggrieved, and shall encourage the resolution of employee problems.

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The State of Wisconsin

EXECUTIVE DEPARTMENT

(5) that departments shall be responsible for thorough dissemination of an affirmative action policy for persons with disabilities within the department. Recruitment sources and prospective employees should likewise be informed of these policies and practices.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison, this seventh day of October in the year of our Lord one thousand nine hundred and seventy-four.

PATRICK J. LUCEY
GOVERNOR

By the Governor:

Secretary of State

The State of Wisconsin

EXECUTIVE DEPARTMENT

EXECUTIVE ORDER NO. 9

WHEREAS, the State of Wisconsin is responsible for insuring equality of employment opportunity within state government for minority persons, women and people with physical and mental disabilities; and

WHEREAS, the state is required to comply with Title VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972, Presidential Orders 11246 and 11375, federal guidelines found in Part 60-2 of Chapter 60 (Revised Order Number 4) of Title 41 of the Code of Federal Regulations as amended, and the Rehabilitation Act of 1973 (Section 503); and

WHEREAS, recent court decisions and federal agency rulings have struck down statutes, practices or procedures which are discriminatory, without regard as to whether such discrimination was intended; and

WHEREAS, there is increasing evidence that minority persons, women and handicapped persons are not accorded their full rights of citizenship, and are under-utilized in the current work force of Wisconsin state government; and

WHEREAS, there is a growing awareness of the need to take affirmative steps to assure equal rights for minority persons, women and handicapped persons in the state work force; and

WHEREAS, affirmative action is not merely passive non-discrimination, but requires positive efforts to recruit, retain and promote qualified minority persons, women and handicapped persons, within the requirements specified by federal and state law;

NOW, THEREFORE, I, PATRICK J. LUCEY, Governor of the State of Wisconsin, do herein order an Affirmative Action Program to correct deficiencies and to increase materially the utilization of minorities, women and handicapped persons in all segments of the state work force.

1. The head of each department, board, commission and educational institution of state government shall establish and maintain an Affirmative Action Program to insure equality of opportunity for all its employees and for all applicants seeking employment within its jurisdiction. Equal employment opportunity includes, but is not necessarily limited to, the following areas: recruitment, selection, hiring, training, promotion, transfer, layoff, return from layoff, compensation and fringe benefits. It includes policies, procedures and programs for recruitment, employment, training, promotion and retention of minority persons, women and handicapped persons. Agency heads are encouraged to explore and implement innovative personnel policies in order to enhance these efforts. Each state agency head shall be responsible to the Governor for affirmative action results.

2. There is hereby created an Affirmative Action Executive Commission which shall evaluate the progress of affirmative action programs throughout state service, seek compliance with state and federal regulations and recommend improvements in the state's affirmative action efforts. It shall advise and report to the Governor. In carrying out its responsibilities, the Commission may recommend legislation, consult with state agency personnel and other interested persons, conduct hearings and take other appropriate actions to effect the intent of this order. The Commission shall consist of 15 persons, appointed by the Governor, 9 of whom shall be public members and six of whom shall be the following state agency heads or their designated representatives: the Lieutenant Governor, the President of the University of Wisconsin System, the Secretary of the Department of Administration, the Director of the State Manpower Planning Council, the Director of the Bureau of Personnel, and a representative of the state employees union with the largest number of members. Minority persons (Black, Native American, Latino, Oriental), women and persons with disabilities shall constitute a majority of the commission members, and shall be appointed with consideration to appropriate representation of each group.

3. The State Affirmative Action Office, headed by the Affirmative Action Coordinator, shall be directly responsible to the Secretary of the Department of Administration and the Executive Commission. The office shall be responsible for the following, in accordance with guidelines and standards promulgated by the federal Equal Employment Opportunity Commission: to seek agency compliance with federal and state laws, regulations and this order in all areas relating to equal employment opportunity, and correction of discriminatory practices and procedures; to regularly review the affirmative action plans of all state agencies, including goals and timetables; to coordinate assistance; to conduct compliance reviews; to review state personnel policies and procedures, inclusive of recruitment, certification process, selection, test validation, review of job qualifications, classification series, career ladders, compensation and fringe benefits; to convene agency affirmative action officers regularly as necessary; to receive, analyze and transmit to the Executive Commission periodic progress reports of affirmative action in all state agencies; to act as liaison with federal, state and local enforcement agencies; to recommend any necessary legislation and to perform other actions deemed necessary by the Executive Commission and the Secretary of the Department of Administration.

4. In each agency, the affirmative action officer shall report directly to the agency head for affirmative action purposes. Each agency shall submit an affirmative action plan complete with goals and timetables, plus quarterly and annual affirmative action reports to the State Coordinator. The Coordinator, together with the Executive Commission, shall be responsible for insuring that each agency program complies with federal and state guidelines. Agencies shall report annually by June 15 on all efforts undertaken during the preceding year to implement the Affirmative Action Program including all relevant activities

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within the agency, as well as those relating to persons and groups outside the agency. The agency reports and fiscal year plans shall be submitted with the agency budget requests to the legislature's Joint Finance Committee in odd-numbered years, and as part of the annual budget review in even-numbered years. Agencies shall be responsible for thorough dissemination of affirmative action policy within their departments, and to all recruitment sources and prospective employees; dissemination of information about grievance procedures; and the appointment of minority persons, women and handicapped persons to examining boards, committees and advisory boards, to effectuate representation similar to that being urged for the state work force. The head of each state department, board, commission, and educational institution shall examine and assess those statutes over which s/he has administrative responsibility to determine whether those statutes, or the procedures and practices by which they are administered, discriminate in any way against minority persons, women and handicapped persons and take appropriate remedial action.

5. The head of each state agency shall be responsible for achieving and maintaining agency compliance in the Affirmative Action Program. The agency shall be in compliance if it meets its goals and timetables, or if it makes good faith efforts to meet those goals. In the event of failure to achieve them, or to demonstrate good faith effort, appropriate sanctions and penalties may be applied, in accordance with federal and state regulations, at the recommendation of the Executive Commission. The burden of proof for results and good faith effort rests with each agency. Agencies which achieve outstanding affirmative action results shall be publicly recognized for their efforts.

6. In order to insure maximum effectiveness of this order I am hereby directing the affirmative action staff to prepare procedural recommendations for the full implementation of the provisions of this order as soon as possible.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison, this twenty-third day of April in the year of our Lord one thousand nine hundred and seventy-five.

PATRICK J. LUCEY
GOVERNOR

By the Governor:

DOUGLAS LA FOLLETTE
SECRETARY OF STATE

Appendix D

Agreement
Between
THE DEPARTMENT OF ADMINISTRATION
(State of Wisconsin)
and the

_____

_____
(Employing Agency)

I. SCOPE OF AGREEMENT

This Agreement covers the operational commitments of Project Skill and the Employing Agency.* The overall program will be administered by the Department of Administration. The employing agency will provide positions and engage in good faith efforts to make the participants successful state employes.

II. PURPOSE OF PROJECT SKILL

Project Skill is a federally sponsored program to recruit and place mentally retarded (mild or borderline)/or emotionally handicapped persons in permanent state civil service jobs.

III. TRAINING PERIOD

The usual training period will be up to six month's duration. If the employing agency determines that a trainee is functioning at the objective level, the trainee should be advanced to that level. If the trainee is not able to achieve reasonable progress, the employing unit will proceed with termination after discussion with Project Skill.

IV. TRAINEE SALARIES

The employing agency will provide the trainee's salary. Starting salary will range between $2.860 and $2.973 per hour depending on prior pertinent experience. After a training period of up to six months advance to the objective level rate of $3.086 per hour.

* More detailed description in "General Training Plan."

V. RECRUITMENT AND SELECTION

Both parties shall follow policies and procedures as promulgated by the State Bureau of Personnel. Authorization to use Wis. Adm. Code Chapter Pers. 27.03 (with a waiver to hire for permanent positions) has been given by the State Bureau of Personnel.

VI. ELIGIBILITY FOR TRAINEES

Individuals eligible for consideration for training will be certified by referral agencies to Project Skill as unemployed or underemployed mentally handicapped persons.

VII. REPORTING REQUIREMENTS

Employing agencies shall submit reports as follows:

A. Training Records as required by the Training Program/Plan submitted to the State Bureau of Personnel. The program will be prepared by Project Skill and subject to review by the employing agency.

B. A copy of the letter notifying the trainee of employment.

C. A copy of the Training and Employment Agreement (Form AD-PE-3).

D. Notification of change of status of the trainee to objective level - probationary status.

E. Notification of change of status of enrollee to permanent status.

F. A copy of any termination notice.

VIII. SPECIFIC AGREEMENTS

A. _____ agrees to hire _____ Project Skill participants into existing or scheduled budgeted vacant positions.

B. Positions Committed

TITLE	NO.	STARTING WAGE	HRS./WK.

IX. CHANGES

This agreement can be changed at any time upon concurrences from both parties.

_____ (Name) _____ (Title)

_____ Employing Agency _____ Date

_____ (Name) _____ (Title)

_____ Department of Administration _____ Date

Chapter Pers 27

EXCEPTIONAL METHODS AND KINDS OF EMPLOYMENT

Pers 27.01 Policy
Pers 27.02 Exceptional methods of employment, occupationally disadvantaged
Pers 27.03 Exceptional kinds of employment, occupationally handicapped
Pers 27.04 Other exceptional methods and kinds of employment

Pers 27.01 Policy. To enable the state, as an employer, to carry out its social, economic, and community responsibilities through employment of the occupationally disadvantaged by reason of, but not limited to, sex, ethnic background, or age and the occupationally handicapped by reason of, but not limited to mental or physical disability, or to meet the needs of the service during periods of disaster or natural emergency, the director shall provide for exceptional methods and kinds of employment pursuant to section 16.08 (7), Wis. Stats.

History: Cr. Register, October, 1972, No. 202, eff. 11-1-72

Pers 27.02 Exceptional methods of employment; occupationally disadvantaged. (1) EXCEPTIONAL EMPLOYMENT LIST ESTABLISHMENT. The director may authorize establishment of exceptional employment eligible lists to enable departments to hire the occupationally handicapped or disadvantaged. In establishing such lists the director shall employ merit system principles which are broadly comparable to those which are used in establishing standard eligible lists for the same classification and may use such processes as:

(a) Limitation of recruitment to the specific occupationally handicapped or disadvantaged applicant target group.

(b) Use of category rating in the examination and certification process.

(2) USE OF EXCEPTIONAL EMPLOYMENT LISTS. Under his authority to determine appropriate eligible lists, the director may, upon written request of an appointing authority, authorize the establishment of an exceptional employment list or the creation of an exceptional employment list from a standard employment list when:

(a) Such list is required to meet the criteria outlined in the contract or guidelines under which a position is fully or partially funded, or

(b) Such list is required to meet an approved department affirmative action goal.

(3) APPOINTEE STATUS. Persons appointed from an exceptional employment eligible list to a vacancy in the classified service shall become employes with permanent status in class after successful

completion of a probationary period as provided in section 16.22, Wis. Stats.

History: Cr. Register, October, 1972, No. 202, eff. 11-1-72.

Pers 27.03 Exceptional kinds of employment; occupationally handicapped. Occupationally handicapped employment is a kind of employment for occupationally handicapped persons who would not otherwise be employed in the competitive labor market. Occupationally handicapped employment may include: exceptional provisions for selection, work assignment, pay, employe benefit coverage and length of employment.

(1) The director may authorize under occupationally handicapped employment an exceptional plan to employ persons who, because of severe occupational handicaps, would not otherwise be able to compete in the labor market. The plan shall include provisions for:

(a) Tasks to be done;

(b) Plans for training, safety, and supervision;

(c) Proposed definition of disability and of essential abilities;

(d) Funding source for appointee pay, supervision and overhead;

(e) Proposed processes for identification and fair selection of appointees; and

(f) Length of employment.

(2) Appointees to positions in approved occupationally handicapped employment may have up to the same but no more rights than appointees to limited term employment positions. If an exception to this limit is considered appropriate because of a special feature of a proposed plan, the director may waive that limitation. Any such waiver shall be reported to the board.

History: Cr. Register, October, 1972, No. 202, eff. 11-1-72.

Pers 27.04 Other exceptional methods and kinds of employment. When other exceptional employment situations occur or when exceptional state or federal employment programs are developed to fit the employment potential of occupationally disabled, handicapped, or disadvantaged persons, the director may establish other types of methods and kinds of exceptional employment. The director shall report any such actions to the board.

History: Cr. Register, October, 1972, No. 202, eff. 11-1-72.

Appendix F

PROJECT SKILL
Application

Applicant: _____ / _____ Social Security Number
(Last) (First) (Initial) (Birthdate: Mo/Day/Yr)

_____ / _____
(Street Address) (City) (State) (Zip Code) (Phone)

Person to notify in emergency: _____

_____
(Home Address) (Home Phone) (Work Phone)

Income Sources: (SSI; SSDI; AFDC; City Welfare; Other) Please list: Amount/Monthly

Referral source: _____
(Name) (Agency) (Phone)

Physician: _____ / _____
(Name) (Address) (Phone) (Date of Last Physical)

Other service providers: (Division of Vocational Rehabilitation; Mental Health Centers; Schools; Rehabilitation Facilities-Sheltered Workshops; Community Boards; Others):

Agency	Contact Person	Phone

In order to be eligible for Project Skill a person must have a disability which is a barrier to employment. I understand that some documentation from a professional agency such as the Division of Vocational Rehabilitation will be necessary to assist Project Skill in exploring job possibilities for me.

My disability/handicap is _____

_____
(Signature of Applicant) (Date)

_____
(Signature of person assisting in preparation of application) (Date)
(Signature of Guardian when necessary)

Appendix G

AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION

(Please retain at referral agency)

Authorized Agent or Organization	Regarding Individual
Name	Name (Last, First, Middle)
Address (Street, City, State, Zip Code)	Address (Street, City, State, Zip Code)
	Birthdate
ATTENTION:	Social Security Number

I authorize the above-named agent, or organization, to disclose to:

Project Skill, State of Wisconsin
1 West Wilson Street, Rm. 270
Madison, WI 53702

the following identifying information, where applicable, from my records:

Dates of service; Diagnosis/type of disability; Results of physical exam; Course and type of treatment; Personality assessment; Intelligence level; Aptitudes and interests; Summary of content and progress of educational and/or rehabilitation program; Summary and recommendations, especially regarding ability to work full-time.

Other: (to be requested by Project Skill if further information is needed)

The purpose or need for such disclosure is: to aid Project Skill staff in their job placement efforts on my behalf.

This consent to disclose may be revoked by me at any time except to the extent that action has been taken in reliance thereon.

This consent (unless expressly revoked earlier) expires upon: _____
(specify date, event, or condition upon which it will expire)

Signature of Client/Patient _____ _____
(Date)

Guardian, where applicable _____ _____
(Date)

Specify relationship _____

STATE OF WISCONSIN

Department of Administration

Release of Information
(To Project Skill)

Project Skill
Bureau of Human Resource Services
1 West Wilson Street
Madison, WI 53702

I, _____, give permission to
(Type or Print)
Project Skill to discuss with potential employers or cooperating agencies pertinent background information regarding my job readiness and qualifications. This information might include medical, psychological, vocational, and educational records.

This release expires _____ and may be revoked by me at any time in writing.

Signed: _____

Date: _____

Witness: _____

Title: _____

Agency: _____

Date: _____

PROJECT SKILL

CERTIFICATION FORM

Name of Applicant _____
Last First Middle

Address _____
Street Number Street

_____
City State Zip Code

This document certifies that the above-named applicant has a disability diagnosed as either mental retardation and/or emotional disturbance. The diagnosis is _____

_____

(Supporting evidence such as psychological or psychiatric reports is required)

The applicant is willing and able to enter the Project Skill training program, and can be expected to adequately tolerate the stress of full-time employment.

Suggested job areas: _____

_____

Certified by: _____ _____
Signature Date

_____
Type Certifying Person's Name

_____
Title

_____
Certifying Agency

_____
Address

_____
Telephone

QUALIFYING DOCUMENTATION TO SUPPORT APPLICATION

PHYSICAL:	A general medical examination, not over one year old, indicating acceptable health, i.e., without seriously limiting disability for the job. Specialist examination, when necessary, to clarify any specific condition and its limitations, such as epilepsy, etc. If physical demands are a major consideration, such as heavy lifting, proof of ability via recent work history, vocational evaluation, or completion of designated work samples.
PSYCHOLOGICAL: PSYCHIATRIC:	A report from a psychologist or psychiatrist indicating either mental retardation and/or an emotional disturbance. The retardation should be within the mild or borderline range; the emotionally disturbing condition should be in remission of its more serious symptoms.
ACADEMIC:	When required by the job, proof via school records or testing of minimally acceptable reading, arithmetic, or other achievement levels.
TRAINING:	When required by the job, proof via training records of minimally acceptable progress in order to do the job.
INTEREST:	Evidence of interest in the work as discerned from the interview, work history, vocational testing, etc.
APTITUDE:	Potential to learn job as evidenced by work history, vocational testing, work evaluations, etc.
INTERVIEW:	Be able to meet minimally acceptable requirements as set by the interviewers using standards set by the civil service, Project Skill such as the "Evaluation Factors" appraisal.

Appendix J

DEPARTMENT OF ADMINISTRATION
STATE BUREAU OF PERSONNEL

AD PERS 104

APPLICANT EVALUATION SHEET

NAME _____

CLASSIFICATION(S) for which applicant is to be considered: (1) _____

(2) _____

(3) _____

Available for work starting _____; Wisconsin resident since _____

WILL WORK: Shift [ ] 1, [ ] 2, [ ] 3; Weekends: [ ] Yes [ ] No; Holidays [ ] Yes [ ] No

EVALUATION FACTORS	NOTES AND COMMENTS	1 2 3 EVALUATION
WORK EXPERIENCE AND TRAINING: – Nature of work experience – Job performance – Employment Stability – Attitudes toward jobs, supervisors – Attendance, Sick leave record – Reasons for leaving – Special training or course work – Outside interests, activities		[ ] [ ] [ ] Superior [ ] [ ] [ ] Above Average [ ] [ ] [ ] Average [ ] [ ] [ ] Below Average [ ] [ ] [ ] Unsatisfactory
QUALITIES RELATING TO THE POSITION: – Attitude, understanding of position – Views on pay, hours – Why interested in this position – Pertinency and adequacy of past training and experience – quality and quantity – Special skills, abilities		[ ] [ ] [ ] Superior [ ] [ ] [ ] Above Average [ ] [ ] [ ] Average [ ] [ ] [ ] Below Average [ ] [ ] [ ] Unsatisfactory
PERSONAL CHARACTERISTICS: – Flexibility, tolerance – Self-reliance, maturity, confidence – Vitality, initiative, alertness – Gestures, voice qualities, mannerisms – General grooming, poise, posture – Health and physical limitations – Ability to communicate effectively – Sobriety – Tact, sincerity, courtesy		[ ] [ ] [ ] Superior [ ] [ ] [ ] Above Average [ ] [ ] [ ] Average [ ] [ ] [ ] Below Average [ ] [ ] [ ] Unsatisfactory

GENERAL COMMENTS:

Indicate separately in (1), (2) and/or (3) below your overall evaluation of the applicant for those classifications listed in (1), (2) and/or (3) above by placing a numerical score in the appropriate box for each separate evaluation. In determining your rating for each be sure to keep in mind the duties and responsibilities of the position(s) the applicant has applied for and consider only those evaluation factors pertinent to each separate rating.

	Not Qualified 0-69	Marginally Qualified 70-77	Adequately Qualified 78-85	Well Qualified 86-93	Exceptionally Well Qualified 94-100	Add Veterans Points If Appropriate	Final Evaluation Score
1							
2							
3							

Date: _____ Local Examiner: _____

Agency: _____ Agency Unit: _____

(OVER)

CAN YOU FOLLOW DIRECTIONS?

This is a timed test, you have three minutes only.

1. Read everything carefully before doing anything.
2. Put your name in the upper righthand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper right hand corner.
5. Put an "X" in each square.
6. Sign your name under the title of this paper.
7. Put a circle around each of the squares
8. After the title write "yes, yes, yes."
9. Put a circle completely around number seven.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a triangle around the word Corner in sentence four.
12. On the back of this paper, multiply 70 x 66.
13. Draw a triangle around the "X" in the lower left hand corner.
14. Loudly call out your first name when you get this far along.
15. If you have followed directions carefully to this point, call out "I have."
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer, and put a square around the circle.
18. In your normal speaking voice, count from ten to one backward.
19. Punch three small holes in the top of this paper with your pencil point.
20. If you are the first person to reach this point, loudly call out, "I am the first person to reach this point, and I an the leader in following directions!"
21. Underline all even numbers on the left side of this paper.
22. Loudly call out, "I am nearly finished. I have followed directions!
23. Now that you have finished reading everything carefully, do only sentence number one and two.

DIRECTION

Take a three-foot piece of double strand wire, grasp it with the left hand forefinger and thumb at about six inches from one end. Use right thumb and forefinger and grasp the end of the wire and untwist the strands about six inches. Straighten the two wire strands to form a "V." With the right hand thumb and first two fingers grasp the right side of the "V" about three inches from the end, bend it clockwise downward and away. Then twist it back to the left forming a loop. Grasp the wire with the forefinger of left hand and hold it against other wire strand. This makes a half of a bow on the right side. Grasp left side of "V" wire at the end with right hand thumb and forefinger. Pull toward you at the same time twisting wire by rolling it counterclockwise with thumb and forefinger. At the same time bringing wire end to the right side of bow. A full bow has been formed. Push the wire end on right through the right loop. Pull the left wire end through the left loop. Grasp both wire ends with right hand thumb and forefinger then pull upward making the underwriter's knot with two inches left at the end.

GETTING READY TO INSTRUCT

Before giving instructions, however, there are some steps that must take place first.

TIMETABLE

Instructor should discuss the value of using a training timetable which is tailored to the job to be learned. Remembering that the average person can assimilate only 3-6 simple instructions at a time before becoming confused.
Using Sample # review with the group one real application of a time-table.

TASK ANALYSIS

Sketch out Task Analysis form on blackboard and explain to group about the labels used at the top of each column.

Major Steps	Key Points
(What did I do?)	(How did I do it?)

To explain the mechanics of the Task Analysis the instructor can use the operation of opening a door. Do the analysis on the board with the group helping determine which are major steps and which are key points. Use questions. This following sketch could be used.

Major Steps	Key Points
(What did I do?)	(How did I do it?)
1. Grasp knob	1. With hand
2. Turn knob	2. Twisting motion
	3. Watch for metal burrs*, don't cut your hand
3. Open door	4. Pull open

* #3 is safety factor which should follow the point it is applicable to.

INSTRUCTOR'S GUIDE ONLY

Point out that the Task Analysis is only an outline or guide for the instructor to use when teaching the learner. IT IS NOT A SET OF WRITTEN INSTRUCTIONS FOR THE LEARNER TO USE. It does not matter if the learner sees the analysis as the instructor should refer back to the analysis from time to time, but it isn't written for the learner.

TO INSTRUCT

When the discussion is completed use the flannel board presentation To Instruct materials to finish the flannel board presentation started earlier and to explain columns on the blackboard. (See Figure #4)

TO LEARN	TO INSTRUCT
Motivation	Prepare
Understanding	Present
Participation	Try Out
Application	Follow-up

PREPARE

Column #1 is labeled Preparing the Individual to Get Ready to Learn.

PRESENT

Column #2 is labeled Presenting all the Major Steps and Key Points in Job to be Learned.

TRY OUT

Column #3 Try Out lets the individual participate in doing the job.

FOLLOW-UP

Column #4 Follow-up builds self-confidence in the individual and also allows the supervisor to check back from time to time for giving help if needs.

To summarize the training and the technique, form a list of the things that should be done. The list might look like this:

1. Put him at ease.	1. Told him step by step.	1. He did it.	1. You left the room.
2. Told him about company.	2. Explained clearly.	2. You corrected his mistake.	2. Praised him.
3. Found out what he knew by asking about task.	3. Did it again.		3. Told where to get help.

Review briefly the importance of proper planning in getting ready to instruct.

Leave ten or fifteen minutes after the review to summarize all of the supervisory training and what you have learned. Ask questions of the

group to be sure that they have also learned the concept and what it is that they must do to take part in the hiring and training of mildly retarded and restored emotionally disturbed with some degree of success.

Close session by handing out completion certificates and thank the supervisors for attending.

Co-workers are an important part of the Federal Manpower programs. They must therefore be looked upon as a part of the gigantic wheel that makes the project work.

1a. - PROJECT SKILL WHEEL

Because of your importance, the Project Skill program is providing you with the basic knowledge of the program.

CLIMATE

I would like you to consider the word "climate." What does this mean to you? (Write responses on blackboard.)

Possible responses are:

1. weather
2. location
3. atmosphere
4. working surroundings

Make a laundry list on the blackboard. When the responses end turn to the group and ask for two volunteers. After two have volunteered, ask them to leave the room for a few minutes.

After they are out of the room tell the rest of the group that climate is the relationships between employes and the surrounding conditions found in their work area. Climate can be either positive or negative. To illustrate this we will attempt to develop a false climatic situation.

The instructor should say, "I am going to ask the two volunteers to come into the room one at a time. I will then ask each to draw a flower growing in a flower pot on the blackboard. I don't know that either person is an artist or can draw."

POSITIVE CLIMATE

"Now when the first person comes in I want you to create a positive climate. Praise the flower or the pot or the technique used - anything to make the person feel good. Be careful to sound sincere."

NEGATIVE CLIMATE

"After the first person has completed I will call in the second. Then I want you to help create a negative climate. Criticize or degrade the drawing as you try to cause the person to show a reaction." (At this point the instructor should be careful not to let the group cause any real personal injury to the volunteer.)

"I can't participate in this project because it must look spontaneous. Are there any questions?"

Call first person in, hand him chalk and eraser, and ask him to draw a flower pot and flower on the blackboard.

If the group is slow in starting to create the climate, you can stimulate discussion by asking - "How does the group feel about this drawing?"

Call the second person in and repeat the instructions to him.

When the second person completes his work, thank both participants for their work.

Ask the first volunteer about his reaction to the group. When he has answered ask the other volunteer about his reaction to the group. Explain for the benefit of the two volunteers that climate is also attitude in the work area. It is not only a supervisory responsibility but a definite advantage to us to maintain a positive working climate.

Most new employes will come to us with a feeling of apprehension or possess a degree of negative feeling based on fear and a desire to do well in a new situation. The supervisor as an instructor must maintain a positive climate in the work area, trying to erase this negative feeling and build a positive reaction in the new employe toward the job. We have covered many areas to illustrate individual differences, and used the projects to help emphasize these differences.

We found that people with varying backgrounds and experience react differently to new work experiences was shown by using the triangle project.

WHAT DID HE SAY? (WORD DEFINITIONS)

For still another illustration please take a sheet of blank paper and down the left margin write the numbers 1 through 5.

Everybody ready? (Pronounce words clearly but do not spell the words.)

(After last word go to blackboard and write the words across the top edge. Down left edge write a number in sequence for each participant in the group.) Call on first person and ask him to tell you his response to each word pronounced. Continue until you have recorded the responses for each person in group.

BLACKBOARD LAYOUT

Run	Fire	Doll	Tight	Dog
Move Fast	Hose	Girl	Drunk	House
Stocking	Water	Toy	Loose	Pet
Water	Truck			
Baseball				

Draw the supervisor's attention to the responses on the blackboard, and develop the differences in semantics. Explain that this was an exercise in word definition based on the learning the individual has gained from his experiences. The same word does not necessarily mean the same to each person. Explain that it is very possible that the learner you are instructing could respond to your job explanation in much the same way. The question to keep in mind is, does he understand you? Is your job jargon foreign to him?

Project Skill - Proposal to Use Pers 27.03(1) General Training Plan

(a) Tasks: Tasks to learn are those listed in standard Position Descriptions as elaborated in the specific training plan submitted to the Bureau of Personnel by Project Skill.

(b) Training, safety, supervision: Training in task performance will be done ordinarily by the first line supervisor. If preliminary or ancillary training is necessary, Project Skill will arrange it. Training for supervisors, and co-workers when appropriate, will be conducted by Project Skill staff to provide orientation to the program and specific topics regarding trainee learning and adaptation to the work environment.

Safety practices will be ordinarily discussed with the trainee by the first line supervisor, and the trainee will participate in any regularly scheduled programs. If special precautions are necessary, Project Skill will provide appropriate information to the supervisor.

Supervision will be done by the first line supervisor. Supportive services such as counseling will be provided or arranged for by Project Skill. Written and oral reports on training progress will be initiated by the supervisor and discussed with the trainee and Project Skill.

(c) Definitions of disability: Project Skill accepts certifications of persons as mentally retarded (usually mild retardation) or emotionally disturbed/handicapped. These certifications are usually received from the State Division of Vocational Rehabilitation counselors although counselors, special education teachers, or psychologists from other agencies may also certify. Supporting test and/or interviewer impressions are required.

Essential abilities of trainees are the ability to 1) do or learn required tasks, and 2) adjust to work environment within the training period. Abilities of the trainee are appropriate to the job requirements and work setting.

(d) Funding source for appointee pay, supervision and overhead: Employing Unit. Project Skill provides selection, trainee supportive services, e.g., counseling, and consultation with employing unit staff.

(e) Proposed processes for identification and fair selection of appointees: Job announcements will be initiated by Project Skill and approved by the assigned Employment Specialist in the Bureau of Personnel. Project Skill will distribute announcements to selected referral sources such as Division of Vocational Rehabilitation, rehabilitation facilities, mental health centers and special education departments. Screening interviews will be held. Oral examinations/evaluations, and performance tests where appropriate, will be administered by Project Skill staff and, occasionally, employing unit staff. Category certification

will be used. Final interviews will be conducted by employing unit staff-supervisors. The complete process will be coordinated within Bureau of Personnel procedures.

(f) Length of employment: Training, and probation at objective level, will be followed by permanent status if satisfactory progress has been achieved. The employer, after discussion with trainee and Project Skill staff, has the option to terminate employes if progress does not occur satisfactorily.

TRAINING AND EMPLOYMENT AGREEMENT
AD-PE-3

Appendix R
STATE OF WISCONSIN

PARTIES TO THE TRAINING AGREEMENT

Wisconsin State Department of: Natural Resources	Division of: Services - Office Services	TRAINER
Objective Level Classification: Clerk 2 - Trainee-Project Skill	Employee's Name	TRAINEE

TRAINING CONDITIONS

The Trainer agrees to hire and train the Trainee to qualify him for the objective level classification. The Trainee will will be paid and advanced in accordance with successful completion of the training program segments on the following schedule.

Effective Pay Period	Weeks of Training	Hourly Monthly Salary
November 15, 1976	Commencement 6 months	$2.850
1-16-77	Objective Level	$3.086

After the effective date of this agreement, pay rates and other Trainee benefits are to accrue and be adjusted in accordance with authorized legislative or administrative rule changes.

Upon certification of successful completion by the Trainer, the Trainee will commence a six months probationary period at the objective level salary. Upon successful completion of the probationary period and thereafter regular pay adjustments shall be made in accordance with the authorized pay schedule.

Upon completion of the probationary period the Trainer shall complete the necessary reports and certifications such as the Trainee Qualification Report (AD-PE-OP-3)

Continued employment of the Trainee is contingent upon the Trainee's satisfactory performance during the training and probationary periods, and the Trainer may, before the expiration of either of the aforementioned periods either extend or terminate the employment. After the completion of the probationary period termination by the Trainer may be effected only for proper and lawful reasons (in accordance with the then existing rules and regulations). The Trainee, upon completion of the training program, must have completed all phases of the instruction described below and be capable of performing the following tasks.

REQUIRED INSTRUCTION AND TASK PERFORMANCE

TRAINING PERIOD SHORTENED FROM 6 MOS. TO 2 MOS. PER REQUEST OF BOB CONNERS, DNR. INDIVIDUAL MEETS T-E, AND HAS PROGRESSED RAPIDLY. ON THIS BASIS, APPROVAL GRANTED TO MOVE TRAINEE TO OBJECTIVE CLASSIFICATION STATUS EFF 1-16-77. Jwf

Either party to this agreement may dissolve this agreement by notice in writing, personally upon the other, stating therein the reason for such dissolution and the effective date of termination.

SIGNATURES

TRAINEE _____ DATE _____

DEPARTMENT Paul Swiftinsky DATE 11-16-76

BUREAU OF PERSONNEL Jean Hollenbeck DATE 11-18-76

Project Skill

TRAINING PROGRAM

Clerk 2 - Trainee
Dept. of Natural Resources

Duration: Up to six months. Movement to the objective level (Probation) - or termination - will be initiated by the employing unit, after discussion with the trainee and the Project Skill trainer. Advancement to Probation can only occur after the minimum training and experience requirements are met.

Salary: Start between $2.856 and $2.971 per hour depending on prior pertinent experience.

Supervision: Clerk 3 - Supervisor. Project Skill will provide or arrange for supportive services as needed.

Progress ratings - evaluation: Periodic evaluation of the trainee's progress will be an integral part of the program. The immediate supervisor will inform the trainee of his or her progress at regular intervals. Copies of ratings (Training Record) will be forwarded to Project Skill.

Suggested schedule: Weekly reports the first month. Bi-weekly reports for the balance of the training program.

Orientation: Personnel policies; tour of the physical setting; appropriate safety practices; work rules; introduction to personnel will be part of the trainee's orientation provided by the employing unit.

Instruction: The trainee will be instructed in performing the following tasks by the supervisor. The length of time in training for each task will depend on the trainee's rate of learning and supervisory judgment as to when proficiency is reached.

Tasks:

Open, sort mail

Operate duplicator, collator - make minor machine adjustments, clean machines

Type vouchers

Run addressograph; keep accurate files

Deliver material

Schedule cars

Provide forms from stockroom

Other duties as assigned

DH: Sept. 1971

SOUTHERN WISCONSIN COLONY

HOUSEKEEPING DEPARTMENT

HOUSEKEEPING BASIC TRAINING

INSTRUCTOR'S GUIDE

Developed by T.M.McCarthy to assist Custodial Supervisors in the training of new employes assigned to their areas.

1973

Revisions August 1974

SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL
Union Grove, Wisconsin

CHECKLIST FOR INDUCTION AND ORIENTATION OF THE NEW EMPLOYES

The new employe needs to receive the following information and guidance:

___Who his supervisor is (Complete "Notification of Supervisor Grievance Handling", SWC Form No. 311 MS).

___Who can he go to for help when he cannot find his supervisor.

___What department and service does he work in.

___Review enclosed job description.

___How his work fits into the total operation of his department.

___Where he does his work.

___When he does his work (starting and quitting time, coffee breaks, lunch periods, etc.).

___How he does his work (Standards, probationary period and implications).

___Discussion of Department of Health and Social Services work rules, WSEA Contract Bulletins G 1-3, J-2 and K-1, and discipline procedure.

___What clothing and equipment are appropriate.

___Where facilities are located (lunch rooms, rest rooms, vending machine, smoking rooms, cafeteria and lunch bar).

___What parking facilities are available.

___Who (and how) to call if a problem develops and employe is going to be absent or late. (complete "Procedure for Reporting Sick Leave Absence," SWC Form 314 MS).

___When will the new employe receive his first check (Review WSEA Contract Administration Bulletin M-1.

___Answers to questions developed by new employe.

___What safety practices and equipment should the new employe be aware of (Review State Of Wisconsin Safety Handbook).

___Discussion of emergency procedure (A copy is enclosed).

___Bulletin boards, Daily Administrative Bulletins.

___Phone Calls

___Keys

Check List Prepared by _____ Date 8/3/74
Supervisor

Check List Discussed with _____ Date _____
Employe

SWC Form 343 MS

HOUSEKEEPING QUIZ

HOUSEKEEPING TRAINEE

All questions are either TRUE or FALSE, it is the purpose of this quiz to determine in what areas training is most needed and this quiz will not affect any evaluation or performance report.

Circle the T if the statement is true, F if the statement is false.

1. T F Cleaning solutions are easily mixed, and generous proportions make cleaning easier.
2. T F To clean a large area, it is necessary to move all of the furniture out of the area.
3. T F The following are known as germicidal detergents: LPH, A33, TOR, VESPHENE.
4. T F In - use dilution ratios are not used in general housekeeping procedures.
5. T F Toilet bowl cleaner is most effective when the bowl if full of water.
6. T F It may not be necessary to wear rubber gloves when cleaning toilet bowls with chemical cleaners.
7. T F Toilet bowl cleaners can be used on chrome finishes and will highly polish chrome.
8. T F Ammonia is harmful to all surfaces except glass and should not be used as a cleaner.
9. T F Powdered cleanser can be used to polish all surfaces including stainless steel.
10. T F As long as you are in your area, it is not necessary to lock your janitor closet.
11. T F When damp mopping you should always start next to the baseboard and work across the floor.
12. T F Vacuum cleaners need to be cleaned only once per week.
13. T F If one of the residents of the Colony gets in your way you could lock him or her in an adjoining room until you are finished.
14. T F You may never put your hands into a waste basket to remove trash.
15. T F Working forward is the best way to machine scrub floors.
16. T F Always clean all of the equipment that you used today, before leaving for the day.

SOUTHERN WISCONSIN COLONY

HOUSEKEEPING BASIC TRAINING

THREE DAY COURSE - 24 HOURS

THIRD DAY

TOPIC: PRACTICAL APPLICATION of METHODS in AREA CLEANING

This is the final test for knowledge gained through the training period. (this is an 8 hour element of the training program)

Each trainee will be assigned to and be responsible for a large area consisting of one restroom with two showers or bathtubs, an office which will be complete with all necessary furniture, 1000 square feet of corridor.

The trainee will be responsible for the complete cleaning of the above areas, he or she will be instructed to use all of the elements learned during the course of training.

The training supervisor will inspect the cleaned areas and make an evaluation recording his findings on the permanent form for each trainee.

Upon completion of the evaluations the supervisor will present certificates to all the trainees who have sucessfully completed all their assignments.

The training supervisor will make an attempt to take each trainee to the area which he or she will be assigned, introduce the employee to the area forman and help the employee to settle into the area.

Appendix U

Project Skill

TRAINING RECORD*

Clerk 2 - Trainee
Dept. of Natural Resources

(Reporting Period)

(Last name) (First) (Initial)

Tasks	Ratings		Comments
	Quality	Speed	
Mail			
Duplicator			
Collator			
Typewriter			
Addressograph			
Delivery			
Scheduling			
Stockroom			
Other:			

*See Training Program for more detail

Rating Code:

1 - Exceptional
2 - Above Average
3 - Average
4 - Below Average
5 - Unsatisfactory

DH: Sept. 1976

TRAINEE'S NAME: _____

PROJECT SKILL | TRAINING RECORD | JOB-RELATED QUALITIES

	Comments		Quality
Attendance	Reason(s) Absent:	Date(s)	
Attendance			
Attendance			
Punctuality			
Interest			
Co-Worker Relationship			
Supervisor Relationship			
Safety			
Stength/ Endurance			
Grooming/ Dress		Acceptable	
		Needs Improvement	
Other (List):			

_____ Trainee's Signature

_____ Rater's Signature

_____ Title

_____ Employing Unit

Rating Code:

1 Excellent 3 Average

2 Above Average 4 Below Average

5 Unsatisfactory

DH: Rev. 6/8/76

Appendix V

PROJECT SKILL

TRAINING

Guide to Rating Code

1 Excellent Quality: A standard of performance well beyond the average; meritorious.

1 Excellent Speed: Rapid, well-paced performance while maintaining acceptable quality standards.

2 Above Average Quality: Performance which generally meets better than average standards.

2 Above Average Speed: Effective performance somewhat faster and better paced than average while maintaining acceptable standards.

3 Average Quality: Performance which meets acceptable standards.

3 Average Speed: Pace which meets usual time standards of the job.

4 Below Average Quality: Performance which often does not meet minimum acceptable standards.

4 Below Average Speed: Pace which does not complete tasks within the usual allotted time, or is erratic to the extent that meeting the schedule is somewhat difficult.

5 Unsatisfactory Quality: Performance which frequently is well below minimally acceptable standards.

5 Unsatisfactory Speed: Pace which is so slow or erratic that schedule cannot be maintained.

(Probation is the next goal for the trainee, therefore the supervisor is encouraged to use standards of performance expected from satisfactory Probationers in evaluating Trainee progress. In other words, an Average rating for a Trainee means he or she is equivalent to a satisfactory or average Probationer.)